DOCUMENT RESUME

ED 270 340 SO 017 068

TITLE Elementary Fine Arts: Alaska Curriculum Guide. First Edition.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE Aug 85
NOTE 147p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Art Education; Curriculum; Curriculum Guides; Dance; *Dance Education; *Drama; Dramatics; Education; Elementary Education; *Elementary School Curriculum; *Fine Arts; Junior High Schools; Music; *Music Education
IDENTIFIERS Alaska

ABSTRACT

Developed as part of a curriculum revision series, this guide outlines curricula for art, music, drama and dance for Alaskan elementary grade levels 1-3, 4-6, and 7-8. The format for each curriculum contains the following components in three separate columns: (1) topics/concepts, which define the major parts of the subject under consideration and broadly define the content to be included for each subject area; (2) learning outcomes, which generally describe expected student behavior demonstrated as a result of the learning experience and are the goals toward which student learning is directed; and (3) sample learning objectives, which are indicators of student progress toward the learning outcomes. Preceding each curriculum are specific goals and a framework of the guide. Concluding each curriculum are: (1) a chart for recording curriculum problems and their disposition; and (2) a chart showing percentages of educational outcomes (for cognitive, affective, and psychomotor objectives). (TRS)

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ELEMENTARY FINE ARTS

ALASKA CURRICULUM GUIDE

First Edition

Support of the Model Curriculum Project was provided through
a special grant from ECIA Chapter II (Block Grant)

Alaska Department of Education

August 1985

ELEMENTARY FINE ARTS

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"Art is not an end in itself but a means of addressing humanity."

Author Unknown

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE TO

ELEMENTARY VISUAL ARTS CURRICULUM GUIDES

The Goal of Art Education in Alaska

The visual arts offer students in Alaska the means for expressing themselves and their unique thoughts, feelings and ideas. Through the visual arts, students are provided rich opportunities to communicate about themselves and their experiences as well as respond to the experiences of others. Therefore, the visual arts help students to understand themselves, their culture and the culture of others.

To enjoy and appreciate works of art requires careful thought, insight and study. Most important, it requires that students have numerous and varied experiences to create their own works of art. Hands-on experiences in art can build student self-confidence, encourage diversity of thinking, develop discipline and rigor and enrich the imagination.

Therefore, specific goals of the Alaska visual arts curriculum for both the elementary and secondary grades include:

- To help young people interpret their natural and man-made environments with perception and discrimination
- To help young people interpret the lifestyles and values of their own cultures as well as the cultures of others
- To help young people understand the art of their own heritage; historical and cultural art forms; and the interaction of art and society
- To help young people communicate about themselves using the language of art
- To help young people acquire the knowledge and skills to adapt to their visual environments
- To help young people improve the qualities of their lives and of society through the language, discipline and processes of art

Framework of the Guides

To help students in Alaskan schools reach the goals of art education, both the elementary and secondary guides have been organized around the following major topical areas:

1) Media, Tools and Forming Processes
2) Visual Structure
3) Subject Matter
4) Art Form
5) Cultural Context
6) Art Theory and Criticism

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

The intent of the sample learning objectives is to suggest possible ways students might be able to demonstrate their mastery of the learning outcomes. Other objectives should also be developed for the same purpose to more accurately reflect student experiences and abilities, available resources or student needs and interests.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

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new Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributors in elementary fine arts included:

Betty Bradlyn
Annie Calkins
Marge Hermans

The department also appreciates the efforts of members of the Alaska Arts in Education who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Myrna Clark	Bonnie Selin
Liz Carpenter	B.J. Slider
Kathy Byington	Jean Flanagan
Faye Cummins	Rose Fosdick
Gene Dugan	John Goldring

In addition, several persons contributed their time to reviewing the 1984 Elementary Fine Arts guide. Their comments and suggestions were used in preparing the 1985 Model Fine Arts Curriculum Guide. These people include:

Alan Dick, I.A.S.P.
David Pfrimmer, Fairbanks
Betty Bradlyn, DOE, Division of State Libraries and Museums

The Northwest Laboratory's chief writer for this Elementary Fine Arts Guide was Leslie Crohn. Dr. Brent Wilson, of Pennsylvania State University, was chief consultant to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

FINE
VISUA
GRADE

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
MEDIA, TOOLS AND FORMING PROCESSES	Know how to use a variety of techni tools, and media to produce an art
	Understand how oil paint, watercolo wood, stone and metal are used to c works of art.
VISUAL STRUCTURE	Know how to describe the content of work.

ARTS
ARTS
1-3

SAMPLE LEARNING OBJECTIVE

The Learner will:

ues,
ork.

Create an art work using finger painting, brush painting, or drawing techniques to tell about a personal experience.

Create an art work that tells a story using clay, papier-mache or plain paper.

Select and use appropriate art materials to tell a story or tell about a personal experience. Create line designs patterned after natural objects such as trees, flowers, animals and man-made objects such as houses, boats and bridges.

, clay,
eate

Identify the media used in a group of Native Alaskan art works; compare the media used by Native Alaskan artists with media used by artists from different parts of the world.

an art

Explain his or her idea in the creation of an original art work.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
VISUAL STRUCTURE (Cont.)	Know how to create texture in an art
	Know how to use color.
	Know how to use line.
	Understand proportion of objects.

'S
TS
-3

SAMPLE LEARNING OBJECTIVE

The Learner will:

ork.

Create an art work using at least three different textures found in the immediate environment (such as leaves, string, gravel, etc.).

Paint a picture using only the primary colors (red, yellow and blue).

Find objects of the same color; tell a story in pictures using a monochromatic color scheme.

Paint a picture using secondary colors.

Create an art work using different types of lines such as straight, curved, broken, thick, thin, etc.

Draw people and objects in proportion, showing their natural size relationships.

Produce an art work showing how a very large or a very small creature would see its surroundings.

FINE
VISUAL
GRADE

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
SUBJECT MATTER	Know how to find ideas for his or h
	Understand that works of art tell a the values and beliefs of a society
ART FORM	Know how to use a variety of art fo communicate ideas, express emotions and beliefs.

RTS
ARTS
1-3

SAMPLE LEARNING OBJECTIVE

The Learner will:

art.

Tell a story in pictures.

Create an art work from a dream or fantasy.

Create an art work that relates to another subject area, such as science, math or P.E.; for example, illustrate a flower or animal native to Alaska. (See also Elementary Science Curriculum Guide.)

Draw realistic pictures of people and animals.

Make figures of people and animals with construction paper.

ut

Create an art work showing a special holiday or celebration in Alaska.

s to
values

Illustrate his or her environment through painting or drawing.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART FORM (Cont.)	

S
TS
-3

SAMPLE LEARNING OBJECTIVE

The Learner will:

Make a collage showing his or her family heritage.

Choose and reproduce an Alaskan design with a precut print block or vegetable.

Use chalk, pencils or crayons to depict his or her future life as an adult in Alaska.

Create a simple weaving using paper strips, yarn, string or cloth.

Mold clay to form an animal native to Alaska.

Build a simple mobile structure.

Make a collage of pictures or photographs that shows different human emotions.

Make a clay pinch-pot using the coil method; finish the outside surface with a design that represents people or animals.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CULTURAL CONTENT	Understand that art works of Native cultures are good sources of informa about those cultures.
	Know that carving, weaving, and tann used by Native Alaskans for their wo
ART THEORY AND CRITICISM	Understand that looking at or displa works of art can give pleasure.

RTS
ARTS
1-3

SAMPLE LEARNING OBJECTIVE

The Learner will:

laskan
ion

Create an art work showing the lifestyle of a Native Alaskan culture after listening to or viewing a story about a specific Native Alaskan culture.

ng were
ks of art.

Find an object in the home, school, village or town as an example of carving, weaving or tanning; explain the function of the object and how it was made.

ing

Help display his or her work in the classroom, school hall or at a community event.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
MEDIA, TOOLS AND FORMING PROCESSES	Know how to use a variety of techniq and media to produce an art work.
	Know how to use line to create expres a work of art.
	Know how to use a given process in pr a work of art.
	Know how and when to use calligraphy

TS
RTS
-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

s, tools

Select appropriate media to produce a work of art.

Use a variety of brush strokes in a painting.

ion in

Use a variety of line types in an art work.

Find examples of lines in the environment and describe them.

ducing

Explain how and when to use the following media: watercolor, clay, weaving.

Produce works of art using the following media: tempera, watercolor, chalk, crayon, ink, pencil, charcoal, tissue paper, collage.

ools.

Produce an art work using calligraphy.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
VISUAL STRUCTURE	Understand that perspective produc illusion of depth.
	Understand how and why geometric a forms are used in works of art.
	Understand the concept of proporti

ARTS
ARTS
S 4-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

s an

Produce art works showing illusion of depth through (1) having the nearer objects overlap distant objects and (2) having the nearer objects show more detail than distant objects.

d organic

Make a drawing of realistic animals or people; draw the picture again using only geometric forms to show the same ideas and subject matter.

Create two works of art: one employing organic shapes, the other employing geometric shapes.

n.

Describe the size relationship of one object to another in a work of art.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
VISUAL STRUCTURE (Cont.)	Understand the concept of visual rhyt
	Understand color schemes and how to use color.
	Understand the focal point or center o in an art work.
	Understand how and why depth is emplo works of art.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Tell a story in pictures using tertiary colors.

Find well-known works of art that use primary, secondary or tertiary colors.

Create three works of art, each using primary, secondary or tertiary colors.

Produce a work of art using warm colors; produce a work of art using cool colors.

Identify the focal point or center of interest in an art work.

Draw a still life from a model using shadows and shading to achieve depth.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
VISUAL STRUCTURE (Cont.)	Know how to describe subject matter, feelings and ideas in works of art.
	Understand that art tells about the and beliefs of a society.
ART FORM	Know how to use a variety of art for communicate ideas, express emotions, and beliefs.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Discuss impressions and feelings of works of art, nature, events and objects within the environment.

Discuss advertising techniques; develop a plan for creating an advertisement that would appeal to classmates.

Create a mural which illustrates his/her home, school, village or town.

Use block and freehand lettering in a work of art.

Design a poster for a school event.

Design, assemble and balance a mobile sculpture that illustrates the seasons of the year.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
ART FORM (Cont.)	
CULTURAL CONTEXT	Understand religious and social aspects of Native Alaskan art forms such as carvings and totem poles.
ART THEORY AND CRITICISM	Understand how artists contribute to t wealth of a society or culture.

S
TS
·6

SAMPLE LEARNING OBJECTIVE

The Learner will:

Make a weaving using Native Alaskan designs or patterns.

Make a usable or wearable product such as a piece of jewelry, a puppet, book binding, etc.

Make a piece of jewelry using Native Alaskan designs and patterns.

Construct a work of art with moving parts.

Make puppets to illustrate a story or fable.

Create a work of art in papier-mache.

Make an item used by Native Alaskans such as a doll, drum, scenes on animal skins, etc.

e

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART THEORY AND CRITICISM (Cont.)	
	Understand how to use terms associa principles and elements of design w describing works of art, nature or environment.
	Know how to compare art works of si style or media.
	Know how to select art works that a or different in composition.
	Know how to display his or her work

SAMPLE LEARNING OBJECTIVE

The Learner will:

Report on some major Native Alaskan artists and their contributions to the culture of Alaska.

ed with
en
ne

Describe a work of art, an object in the immediate environment or an aspect of nature using terms associated with elements of design.

ilar

Compare two art works of similar style or media and describe their similarities.

similar

Select art works that are different or similar in composition from a given selection of reproductions by Picasso.

of art.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
ART THEORY AND CRITICISM (Cont.)	
	Understand some of the characteristic the arts of ancient Egypt.
	Understand some of the characteristic the arts of ancient Mesopotamia.
	Understand some of the characteristic the arts of ancient Greece.

TS
RTS
-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

Mat and display a completed work of art.

of

Recognize examples and symbols of Egyptian art.

Give reasons why Egyptian art has been so well preserved.

of

Identify Babylonian art objects that used the following: clay, bronze, copper, gold.

of

Find examples of ornamentation on the columns of Greek temples using pictures.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
MEDIA, TOOLS AND FORMING PROCESSES	Understand that media, tools and te used in visual art can describe ide feelings and moods.
	Know how to use continuous line, ge and contour in drawings.
	Know how to use the following tools painting: brush, knife, fingers, s roller, spatula, stick, cardboard, objects.
VISUAL STRUCTURE	Understand concepts related to the of color in a work of art.

SAMPLE LEARNING OBJECTIVE

The Learner will:

hniques
s,

Use drawing and painting techniques (shading, brush drawing, dry and wet brush or mixed media) to show ideas, feelings and moods.

ture

Create a drawing or painting to show physical movement.

Use contour drawing to realistically portray a subject: looking at subject only, looking from subject to paper, memory only.

in
onges,
ther

Create a painting using appropriate tools correctly.

e

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
VISUAL STRUCTURE (Cont.)	
	Understand how and why organic, geom nonobjective forms are used in works
	Know how to achieve design dominance (e.g., size, character, color, posit texture).

SAMPLE LEARNING OBJECTIVE

The Learner will:

Explain how intensity and tone contribute to meaningful, artistic and aesthetic expression in a work of art.

Show examples of art works that use (1) analogous color schemes, (2) triadic color schemes, and (3) split complementary color schemes.

Create a work of art employing a specific color scheme; explain why the color scheme was chosen.

tric and
of art.

Distinguish among organic, geometric and nonobjective forms in works of art and describe the effect on the subject matter.

on,

Create an art work and explain how design dominance was achieved and for what purpose.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
VISUAL STRUCTURE (Cont.)	Know how to incorporate elements and principles of design in an art work.
SUBJECT MATTER	Understand the basics of graphic des
	Understand that artists such as scul architects, designers, filmmakers an people create art by conceiving an i elaborating and refining the idea, a giving form to the idea through art

SAMPLE LEARNING OBJECTIVE

The Learner will:

Produce an abstract form based on a real theme or object.

Distort shapes to produce an art work.

Create art works which employ: (1) compositional unity, and (2) compositional variety.

Create a work of art employing rhythm.

Produce graphic symbols, signs, posters or wall designs to effectively communicate an idea, sell a product or create a decorative effect.

Choose an artist and make a report on how he or she chooses a subject matter for the art and how the art work is produced.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART FORM	Understand the basic processes of pho
	Understand some basic aspects of envi design and architecture.
	Know how to use a variety of art form communicate ideas, express emotions, and beliefs.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Produce still photographs, film, television, or animation sequences utilizing principles and elements of design such as rhythm, variation on a theme and balance to communicate ideas of realism, illusion of movement or story content.

Create an environmental design to illustrate how space in the school, village or town can be better utilized or organized.

Describe the commercial use of print making techniques (e.g., color litho in books and magazines, silk screen posters, textiles).

Use print making to create art work for personal use such as a T-shirt, stationery, wedding invitations, Christmas cards, etc.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CULTURAL CONTEXT	Understand that careers in the visu cover a broad range.
	Understand the role of artists in t community.
	Understand how some symbols are use different cultures to portray commo
ART THEORY AND CRITICISM	Know how to evaluate art and design community and the natural environme

SAMPLE LEARNING OBJECTIVE

The Learner will:

l arts

Prepare a written report on careers in the visual arts in Alaska, including the knowledge, skills and attitudes required to work effectively in each.

Make a report on the role of artists in the local community.

by
themes.

Identify some of the symbols that different cultures, including Native Alaskans, use to portray common themes such as the environment, the home, the family.

n the
.

Prepare a report evaluating the design of a particular building or a section of the natural environment.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART THEORY AND CRITICISM (Cont.)	
	Understand some of the characteristic the arts of ancient Rome.
	Understand some of the characteristics the arts of the Medieval period.
	Understand some of the characteristics the Early Renaissance period.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Discuss how Roman designers created baths, bridges, arenas, theatres, aquaducts and sewers.

Describe some of the relief sculptures and frescoes on Roman buildings in terms of elements and principles of design.

Recognize examples of Medieval art.

Prepare a report describing how Medieval art is comprised of Moslem, Gothic, Romanesque, Early Christian and Byzantine styles.

Recognize examples of Early Renaissance art.

Make a report on the social, economic and scientific developments that influenced Renaissance art.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART THEORY AND CRITICISM (Cont.)	
	Understand that modern art includes Impressionism, Post-Impressionism, Expressionism, Cubism, Dadaism, Surrealism, Abstract Expressionism, Op, Pop, Punk, Minimal, Super Reali
	Understand some of the characterist African art.

SAMPLE LEARNING OBJECTIVE

The Learner will:

m.

Identify the major Impressionist artists and describe their styles using art reproductions.

Identify the major Post-Impressionist artists and recognize their styles.

Recognize and label examples of modern art.

cs of

Discuss how African sculpture shows native activities and practical beliefs.

Describe how African art reflects its culture, and can vary from tribe to tribe in style.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ART THEORY AND CRITICISM (Cont.)	
	Understand some of the characteristi Japanese art.
	Understand some of the characteristi Chinese art.

SAMPLE LEARNING OBJECTIVE

The Learner will:

s of

Describe the relationship of Japanese art to nature.

Make a report on Japanese decorative designs, explaining how they are derived from natural forms and related to the landscape.

s of

Make a report on how the Chinese developed great skill in sculpture, painting and calligraphy.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS
Betty Bradlyn DOE - Division of State Libraries and Museums	The guide needs less emphasis in the early years on principles of art and emphasis on art expression. Relate art in the primary grades to everyday things. Specific comments made directly on t
Alan Dick IASD	Expectations are far too high and un concepts are too high. Skills need to be spiraled throughou grades. Specific comments made directly in t

	DISPOSITION
	Done.
more	
ersonal,	Done.
e guide.	These were incorporated into the guide to the greatest extent possible.
ealistic;	Revisions have been made.
the	Done.
e guide.	These were incorporated to the greatest extent possible.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: VISUAL ARTS
Level: ELEMENTARY
Grade(s): 1-8
Date: 8-20-85

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	5	8	****
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	26	44	**********
3.00 Application	14	24	**********
4.00 Analysis	1	2	*
5.00 Synthesis	11	19	**********
6.00 Evaluation	1	2	*
SUBTOTAL	58	98	
AFFECTIVE	1	2	*
PSYCHOMOTOR	0	0	
Not Classifiable	0	0	
TOTAL	59	100	

PREFACE TO

ELEMENTARY MUSIC CURRICULUM GUIDES

The Goal of Music Education in Alaska

Experiences in music, like all artistic endeavors, offer students rich opportunities to communicate in unique, creative and pleasurable ways. Through the study of music, students are able to enrich their lives through greater self-expression; they also learn to more fully appreciate the expressions of others.

The study of music also provides special insights into past and present cultures, thus extending world understanding and respect. Like other artistic activities, practical experiences in music can build self-confidence, encourage diversity of thinking, develop discipline and rigor and enrich the imagination.

Therefore, specific goals of the Alaska music curriculum for both elementary and secondary students include:

- To help young people enjoy the pleasures to be derived from music
- To help young people understand that music may be used to communicate ideas, feelings and moods
- To help young people interpret the basic elements of music as they appear in reading and notation through both cognitive and kinesthetic responses
- To help young people understand the development of music through history and the ways in which music has contributed to the culture

- To help young people know how to sing and use musical instruments to satisfy personal needs and standards
- To help young people use their imaginations, emotions and energies to create and explore music
- To help young people interpret the lifestyles and values of their own cultures as well as those of other cultures
- To help young people make value judgements about music of all types

Framework of the Guides

The elementary music curriculum guides (grades 1-3, 4-6, 7-8) reflect topical areas that include:

1) Basic Elements of Music

2) Interpretive Elements of Music

3) Creative Elements of Music

4) Listening to Music

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

The intent of the sample learning objectives is to suggest possible ways students might be able to demonstrate their mastery of the learning outcomes. Other objectives should also be developed for the same purpose to more accurately reflect student experiences and abilities, available resources or student needs and interests.

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Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
Arizona
Arkansas
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Connecticut
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Florida
Idaho
Ilinois
Indiana
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Minnesota
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Nebraska
Nevada
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New York
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Oregon
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Utah
Vermont
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Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
BASIC ELEMENTS OF MUSIC	Understand the basic elements of music (melody, harmony, rhythm, timbre).
INTERPRETIVE ELEMENTS OF MUSIC	Understand the basic expressive elements o music (tempo, dynamics, timbre).

SAMPLE LEARNING OBJECTIVE

The Learner will:

Sing simple melodic patterns using 'do' as a tonal center.

Use large body movements to respond to melodic patterns. (See also Elementary Dance Curriculum Guide.)

Step and skip to patterns as they occur in a song. (See also Elementary Dance Curriculum Guide.)

Identify a chord and chord changes.

Move and clap to basic rhythms as they occur in a song.

Select the 'do', 'mi', and 'sol' bells from a group of five resonator bells.

Use the term tempo to describe the speed at which a piece is performed.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
INTERPRETIVE ELEMENTS OF MUSIC (Cont.)	
CREATIVE ELEMENTS OF MUSIC	Understand the basic creative elements (singing, playing instruments, composin

SAMPLE LEARNING OBJECTIVE

The Learner will:

Distinguish between loud and soft, and high and low in musical selections.

Interpret simple symbols in a musical performance.

Sing a song observing accent markings.

Create an original tune using only the following tones: mi, sol, la.

Sing simple descants to accompany a melody.

Respond to music using creative movement.

Sing ballads, folk songs, native music, etc.

Sing a two-part song with classmates.

Play an accompaniment for singing.

Create simple songs or instrumental compositions in AB, ABA, AABA and rondo form.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
LISTENING TO MUSIC	Know that listening to music can give pl
	Understand that music comes from many different cultures.
	Know the difference between solo vocal performances and choral performances.

SAMPLE LEARNING OBJECTIVE

The Learner will:

easure.

Identify familiar musical forms from a series of selections.

Distinguish between sounds in the environment by telling which are noise and which are music.

Respond with large body motions to a variety of music styles from other cultures.

Sing a song from Japan or another country after listening to the selection.

Differentiate between solo vocal performances and choral performances after listening to musical selections.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
BASIC ELEMENTS OF MUSIC	Understand the basic elements of mus (melody, harmony, rhythm, timbre).

SAMPLE LEARNING OBJECTIVE

The Learner will:

Sing melodic patterns using the tones do, re, mi, fa, sol, la, ti, do.

Identify the three tones of the chord built on "do".

Distinguish between songs in major keys and those in minor keys.

Play or improvise simple descants or ostinato patterns.

Read staff notation for the I, IV, and V chords.

Sing a three-part round with classmates.

Sing a melody while maintaining a steady beat by clapping.

Clap the rhythm of a melody containing sixteenth notes and rests.

Sing a two-part song with accurate pitch and rhythm.

Tap feet on the primary and secondary accents of a given selection and clap hands on the remaining beats in each measure.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
INTERPRETIVE ELEMENTS OF MUSIC	Understand the basic expressi music (tempo, dynamics, timb

- SAMPLE LEARNING OBJECTIVE

The Learner will:

ive elements of
re).

Identify the tempo of three performances as adagio, moderato or andante.

Describe the following markings in a musical selection: pp, p, mp, mf, f and ff.

Interpret ritardando and accelerando by playing, singing or moving to music.

Identify and interpret crescendo and decrescendo marks in a musical performance.

Create and notate an original tune.

Use a ♯ or in singing and playing.

Identify soprano, alto, tenor and bass voices.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
CREATIVE ELEMENTS OF MUSIC	Understand the basic creative elements of music (singing, playing instruments, compo

SAMPLE LEARNING OBJECTIVE

The Learner will:

sing).

Identify the following instruments by picture and from recorded solo performances: flute, clarinet, alto saxophone, bass clarinet, baritone saxophone, oboe, bassoon.

Identify instruments of the string, woodwind, bass and percussion families.

Perform a song in 2/4, 3/4, or 4/4 meter.

Sing with clear diction and expressive phrasing.

Describe the method of tone production for instruments using reeds.

Describe the method of tone production for brass instruments.

Make a tape of himself/herself singing a song with the range of an octave and a half.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
CREATIVE ELEMENTS OF MUSIC (Cont.)	
LISTENING TO MUSIC	Know how to respond to many by listening.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Identify the following instruments by pictures and from recorded solo performances: trumpet, French horn, trombone, tuba.

Identify the following instruments by picture and from recorded solo performances: violin, viola, cello, double bass.

xinds of music

Identify selections of music as contemporary, jazz, classical or rock.

Describe some physical conditions which can affect listening such as acoustics, visual or auditory distractions.

Identify a wide variety of specific well-known works after listening to the composition.

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TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
LISTENING TO MUSIC (Cont.)	

SAMPLE LEARNING OBJECTIVE

The Learner will:

Differentiate among phrases or selections of music which are alike and those which are unlike after listening to musical selections.

Identify introductions of musical selections.

Attend a live performance and demonstrate correct concert behavior.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
BASIC ELEMENTS OF MUSIC	Understand melody as a basic of music.
	Understand harmony and textur elements of music.

SAMPLE LEARNING OBJECTIVE

The Learner will:

element

Sing melodies in the major keys of C, F and G.

Write staff notation for the C, F and G major scales.

Demonstrate voice control with or without accompaniment.

Sing melodies in the major keys of D, A, B and E.

Write a 12-tone row using staff paper.

Compose a 12-tone composition.

e as basic

Write I, IV and V^7 chords in three keys selected from D, A, B and E, using staff paper and given the key signatures.

77

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
BASIC ELEMENTS OF MUSIC (Cont.)	
	Understand form as a basic
	Understand rhythm as a bas music.

FINE ARTS
MUSIC
GRADES 7-8

SAMPLE LEARNING OBJECTIVE

The Learner will:

Sing a two-part song with correct pitch and rhythm.

Sing three-part songs from score notation.

Create harmonic and rhythmic accompaniments with various instruments.

element of music.

Define suite, opera, symphony, cantata, sonata and toccata.

Identify a coda in a given selection after listening to the selection.

Identify musical forms and a variety of small ensemble combinations.

Distinguish among the following musical styles: baroque, romantic, contemporary.

Distinguish between geographic and ethnic styles such as Oriental, African, near-Eastern, Western, Latin American, etc.

Describe a concerto.

ic element of

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
BASIC ELEMENTS OF MUSIC (Cont.)	
	Understand the integration melody and rhythm.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Chant the rhythm of a melody with at least four syncopated measures.

Sing a tune at sight, observing the meter change and with rhythmic accuracy.

Use a rhythm chart with four measures in 6/8 and one with six measures in 2/4 and clap the notated patterns simultaneously with classmates.

of harmony,

Play a rhythm instrument in the performance of a polyrhythmic composition.

Place meter signatures in the score of a melody which has at least three different meter signatures.

Sing three-part songs from score notation (bass and treble clefs).

Select chords to harmonize a melody.

Sing a vocal harmonization, using the base line tones.

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FINE ARTS
MUSIC
GRADES 7-8

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INTERPRETIVE ELEMENTS OF MUSIC	Understand tempo indications in relation to metronome markings.	Demonstrate the use of a metronome.
	Know how to compare the use of dynamics in musical compositions.	Discuss the use of dynamics in two different musical compositions such as a symphonic movement from the classical period and an electronic composition of the 20th century. Compare two recordings of the same work to discover how two conductors interpret tempo and dynamics.
	Understand how timbre is influenced by instrumentation.	Demonstrate the use of electronic devices in altering tone color. Identify instruments played after listening to recorded performances of a non-Western band and orchestra instruments such as a sitar or a koto.

FINE ARTS
MUSIC
GRADES 7-8

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
CREATIVE ELEMENTS OF MUSIC	Understand singing, playing instruments and composing as they relate to the creative expression of music.	
		Choose form, style and instrumentation appropriate to carrying out a creative idea.
		Interpret the mood and character of an original composition by providing tempo markings, expression marks, dynamic markings, accelerandos and ritardondos.
		Identify by picture and from solo performance: snare drum, tambourine, xylophone, gong, triangle, castanets, cymbals, bass drum, timpani, maracas.
	Know how to improve singing ability.	
		Make a tape of himself/herself singing with a group, a song that has a range of one and one-half octaves; sing three-part songs from score notation.
		Sing a vocal harmonization.
		Use vocal tone to enhance a vocal composition in performance.

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85

FINE ARTS
MUSIC
GRADES 7-8

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
LISTENING TO MUSIC	Know how to categorize music.	Categorize musical selections by use, style, national character and performance medium. Prepare an annotated list of music from other cultures. Explain how what is heard in music is influenced by his or her musical experiences such as performing, reading, music instruction and knowledge.
	Know ways in which popular music in America has been affected by earlier musical styles.	Report on the influences of early American musical styles such as Tin Pan Alley, Gilbert and Sullivan, patriotic music and musical shows to popular music, after listening to a series of selections.
	Understand that listening can occur at various levels of perception.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
LISTENING TO MUSIC (Cont.)		Describe how physical, emotional and intellectual factors affect perception after listening to selected compositions.
	Understand that music has style and mood.	Identify the styles and moods of musical selections from various cultures after listening to selected compositions.
	Know some famous works of music.	Identify a wide variety of specific well-known works after listening to the compositions.
	Understand that music plays an important part of any culture.	Explain how listening ability and music is influenced by the sum of all cultural experiences such as prejudices, peer attitudes, background.

ALASKA CURRICULUM GUIDE: Music - Elementary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Alan Dick IASD	There is far too much material presented in the guide; expectations for students are far too ambitious.	The guide was simplified; expectations for students were made more realistic in terms of the Alaskan setting.
	Teachers would be unprepared to teach this material.	The material was revised to more appropriately reflect the average teacher's capabilities.
	Specific comments made directly on the guide.	These were incorporated into the guide to the greatest extent possible.
David Pfrimmer Music Coordinator Fairbanks	Extensive and specific comments were made directly on the guide.	The material was revised to incorporate Pfrimmer's suggestions to the greatest extent possible.
	There is not enough sequenced development between grade levels.	Revisions have been made to accommodate student developmental stages.
	Many of the outcomes for grades 6-8 are more commonly found at the college level.	The material was reduced in scope; expectations for students were made more realistic.
	The guide should be practical, functional, sequenced and motivational.	The guide was revised accordingly.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: MUSIC
Level: ELEMENTARY
Grade(s): 1-8
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 10)
COGNITIVE			
1.10 Knowledge of specifics	2	8	****
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	11	46	**********
3.00 Application	3	13	*******
4.00 Analysis	2	8	****
5.00 Synthesis	4	17	*********
6.00 Evaluation	0	0	
SUBTOTAL	22	92	
AFFECTIVE	0	0	
PSYCHOMOTOR	2	8	****
Not Classifiable	0	0	
TOTAL	24	100	

ELEMENTARY DRAMA

PREFACE TO

ELEMENTARY DRAMA CURRICULUM GUIDES

The Goal of Drama Education in Alaska

The human experience is enhanced and celebrated through dramatic expression as drama involves the complete inner self. Experiences in drama allow students to understand both their unique as well as their universal qualities. These same experiences also help students become more aware of their own feelings and the feelings of others. This awareness, in turn, helps them to better understand the history, achievement and potential of humankind. Finally, drama activities help students improve and extend their expressive and creative resources.

The major goal of the Alaska drama curriculum for elementary students is to help students realize their full artistic potential and be able to sense and appreciate both the natural and man-made beauty around them. Toward these ends, elementary students need to acquire:

1) Knowledge of the nature of drama and its relationship to the creative performing arts
2) Experiences with drama and a wide variety of art forms
3) A perspective for developing their own aesthetic criteria and tastes in drama

Therefore, specific goals of the Alaska elementary drama curriculum include the following:

1) To help young people develop a heightened sense of awareness
2) To help young people recognize that the body and voice have great potential for expressing ideas and emotions

3) To help young people present ideas in dramatic form

4) To help young people develop large and small muscle groups and vocal skills

5) To help young people develop self-confidence and a positive self-image and the ability to work with others

6) To help young people relate dramatic activities to aesthetic elements of the culture and other art forms

Framework of the Guides

To help students in Alaskan schools reach the goals of drama education, the elementary guides (grades 1-3 and grades 4-8) have been organized around Creative and Improvisational Drama and Drama Heritage.

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

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Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
CREATIVE AND IMPROVISATIONAL DRAMA	Know how to use the whole body and th senses to explore his or her environm
	Know how to relate to others in socia role playing situations.
	Know how to memorize and act in a short scene.
	Know how to express emotional respons to plays.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Use the senses to explore and describe natural, man-made and imaginary objects.

Use the whole body to act out movements suggested in musical descriptions.

Use the voice expressively and with control to communicate thoughts and feelings.

Improvise interaction with another person describing who, what, where, when or how.

Play a game requiring the repeating of a series of words and directions.

Memorize and act out a nursery rhyme or play a part in a classroom play.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CREATIVE AND IMPROVISATIONAL DRAMA (Cont.)	
	Understand that dramatic techniques c applied to other school subjects or c
DRAMA HERITAGE	Know some of the literature which has a part of the history of theater.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Discuss his or her response to a play or other performance.

Act out physically or verbally (improvise) scenes from plays seen and discussed.

Discuss the setting, plots and sequences of events in plays.

Participate in role playing or a theatrical production in a social studies, science or other class; for example, play the part of an historical figure in American history. (See also Social Studies Curriculum Guide.)

Use fairy tales, nursery rhymes, folklore and myths to participate in storytelling, improvisation and/or plays.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CREATIVE AND IMPROVISATIONAL DRAMA	
	Know how to empathize with others in social situations.
	Know how to use the imagination as a creative resource.
	Know how to use dramatic devices to other subject areas.
	Understand that voice and diction ca for characterization and expressive cation.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Role play various situations given the circumstances.

Create a simple play, skit or puppet show using his/her imagination for characters, settings and plot.

nderstand

Participate in simple plays related to social studies, science and other courses; for example, play the part of a scientist making an important discovery. (See also Science Curriculum Guide.)

be used
ommuni-

Use his or her voice to convey emotive content and characterization.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
DRAMA APPRECIATION	Understand plot, character and theme
	Understand the essential elements of
	Know about theater occupations.
DRAMA HERITAGE	Understand that appreciation for the of the theater leads to personal enj and fulfillment.

RTS
A
4-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

in plays.

Write a simple scene or play.

Describe events, plot, conflict, climax and characterization in a given story or play.

theater.

Identify and comment on the quality of productions (e.g., performances, directing, scenery, script, etc.).

Identify and discuss at least four professions and careers related to theater production, film and television.

history
yment

Participate in simple theatrical activities based on different cultures.

Participate in bilingual performances of scenes from plays in translation.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CREATIVE AND IMPROVISATIONAL DRAMA	Know how to empathize with others in social situations.
	Know how to use the imagination as a creative resource.
	Know how to use dramatic devices to understand other subject areas.
	Know how to use and control the body f expression of thoughts and feelings.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Role play a specific character in a given situation.

Create characterization through monologues.

Create a one-act play.

Create pantomimes, monologues, dialogues and plays related to social studies, science and other courses; for example, act out an important event in American history. (See also Social Studies Curriculum Guide).

Use his or her body to act out psychological/ physical intentions, given a set of circumstances.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
CREATIVE AND IMPROVISATIONAL DRAMA (Cont.)	Understand that voice and diction ca for characterization and expressive cation.
DRAMA APPRECIATION	Understand plot, character and theme
	Understand the essential elements of
	Know about theater as a profession.

SAMPLE LEARNING OBJECTIVE

The Learner will:

be used
ommuni-

Explain how the voice is used to convey emotive content and characterization.

in plays.

Create a play from a theme giving attention to characters, plot and climax.

theater.

Make a report on one of the essential elements of theater, such as acting, directing, script writing, set design, etc.

Make a report on professions and careers related to theater production, film and television.

Discuss the quality of performances in a local theatrical production or television production.

Make a report on a professional theater artist.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
DRAMA HERITAGE	Appreciate the history of the theater

SAMPLE LEARNING OBJECTIVE

The Learner will:

Participate in a play from an earlier era.

Read an account of how plays were staged before electricity.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS

No comments.

DE: Drama - Elementary

DISPOSITION

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: DRAMA
Level: ELEMENTARY
Grade(s): 1-8
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	11	48	**********
3.00 Application	5	22	**********
4.00 Analysis	0	0	
5.00 Synthesis	5	22	**********
6.00 Evaluation	0	0	
SUBTOTAL	21	91	
AFFECTIVE	0	0	
PSYCHOMOTOR	2	9	*****
Not Classifiable	0	0	
TOTAL	23	100	

ELEMENTARY DANCE

PREFACE TO

ELEMENTARY DANCE GUIDES

The Goal of Dance Education in Alaska

Understanding our culture and the culture of others requires an understanding of and participation in dance. The study and performance of dance involves the emotional, intellectual and physical capacities of students. In addition, dance improves the ability of students to move efficiently and therefore, improves the development of the total person.

Dance as a discrete art form should be integrated into the entire curricular program. Experiences in dance help to develop and refine the ideas, concepts and skills from other disciplines. For example, the mathematical concepts of shape, line, sequence and ordinal numbers can be explored and developed through dance. Concepts and skills related to reading and language arts are clarified and expanded as students begin to experience a specific vocabulary kinesthetically. Dance allows students of all levels and abilities to experiment and invent with movement, develop resources, make aesthetic judgements about dance and begin to view dance from an historical perspective.

The major goal of the Alaska dance curriculum for elementary students is to help young people realize their artistic potential of body movement for expressing ideas and feelings. Students' personal awareness, physical coordination, social skills, creative potential and possible interests and talents in dance are all developed through the study and performance of dance.

Therefore, specific goals of the Alaska elementary dance curriculum should include the following:

1) To teach young people to dance

2) To help young people increase their awareness of their bodies and their total selves

3) To help young people enjoy dance and dancing

4) To help young people develop aesthetic awareness as they create movement sequences

5) To help young people improve their sense of directionality, spatial orientation and visual and kinesthetic perception

Dance can be developed in a variety of specific ways such as through folk, ballet, jazz, modern dance, ballroom and other styles. Students pursue dance for a variety of reasons: to understand and appreciate cultural heritage (their own as well as those of other groups); to maintain a level of physical fitness; to master more challenging and difficult steps, patterns and sequences; or for the sheer enjoyment of moving to music. The long-range goal of the Alaska model curriculum for dance should be to convey this message.

Framework of the Guides

For the primary grades (grades 1-3), the following framework was developed:

Topic/Concept	Outcome Categories
Preliminary understandings	Listening, paying attention Following directions Dance safety
Qualities of movement in dance	Body awareness Spatial awareness Qualitative variations
Elements of rhythm in dance	Underlying beat, accent Moving in time to the music Rhythmic patterns, note values Expressing moods and feelings
Dance as a part of culture and heritage	Singing games and folk dances Awareness of different folk dances Specific Alaskan and other ethnic/tribal dances

For grades 4-8, the following framework was developed:

Qualities of movement in dance	Body awareness, spatial awareness, qualitative variations, introduction and development of rationships to others in dance
Elements of rhythm in dance	Meter and measure Phrasing Intensity, tempo Accompaniment
Creative expression in dance	Floor patterns Sequencing of moves and patterns Representation and interpretation
Dance as a part of culture and heritage	Values and history of ethnic and folk dances; appreciation of specific Alaskan and other ethnic/tribal dances
Enjoyment/skill/fitness	Cardiovascular and muscular fitness, feeling good about moving to music
Integration of dance with other arts	Dance as a vehicle or stimulus for other arts

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
Ilinois
Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
new Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributors in elementary fine arts included:

Betty Bradlyn
Annie Calkins
Marge Hermans

The department also appreciates the efforts of members of the Alaska Arts in Education who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Myrna Clark
Liz Carpenter
Kathy Byington
Faye Cummins
Gene Dugan
Bonnie Selin
H.J. Slider
Jean Flanagan
Rose Fosdick
John Goldring

In addition, several persons contributed their time to reviewing the 1984 Elementary Fine Arts guide. Their comments and suggestions were used in preparing the 1985 Model Fine Arts Curriculum Guide. These people include:

Alan Dick, I.A.S.P.
David Pfrimmer, Fairbanks
Betty Bradlyn, DOE, Division of State Libraries and Museums

The Northwest Laboratory's chief writer for this Elementary Fine Arts Guide was Leslie Crohn. Pat Ruzicka, NWREL, was chief consultant to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
PRELIMINARY UNDERSTANDING OF DANCE	Listen and pay attention to dance instructi
	Know basic safety requirements for dance.
QUALITIES OF MOVEMENT IN DANCE	Know the parts of the body that can move (body awareness).
	ow where the body can move (spatial awareness).
	Know how the body can move (qualitative variations).

SAMPLE LEARNING OBJECTIVE

The Learner will:

ons.

Stop and start movements on signal.

Follow directions regarding dance movements.

Use space sensibly during dance movements.

Perform the following movements: twist, stretch, bend, curve, forward, backward, upward, downward.

Move body in defined space.

Move body to express qualities of energy, weight, etc.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
QUALITIES OF MOVEMENT IN DANCE (Cont.)	Understand timing in dance.
ELEMENTS OF RHYTHM IN DANCE	Understand underlying beat and ac
	Understand rhythmic patterns.
	Understand creativity in music.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Move in time to different beats (regular and accented) such as start-stop and slow-fast.

Describe basic rhythms of the body such as heartbeat and breath.

cent.

Move in time to music, staying with the beat.

Keep the beat during dances and singing games.

Perform movement patterns such as locomotor (walk, run, jump, hop, gallop, slide, skip, leap), nonlocomotor (swing, sway, stretch, bend, twist, turn, rock, push, pull) and designs and patterns using sequences, circles, zig-zags, etc.

Express moods and feelings to music.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
DANCE AS A PART OF CULTURE AND HERITAGE	Know some Alaskan dances.
	Know some ethnic folk dances

SAMPLE LEARNING OBJECTIVE

The Learner will:

Perform simple Alaskan regional dances.

and singing games.

Participate in dances and singing games of other cultures such as Mexican hat dance, square dance, tribal dances, etc.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
QUALITIES OF MOVEMENT IN DANCE	Understand the role of body awareness in
	Understand the role of spatial awareness
	Understand the role of qualitative varia in dance.
	Know how to relate to others in dance.
ELEMENTS OF RHYTHM IN DANCE	Understand meter and measure.

SAMPLE LEARNING OBJECTIVE

The Learner will:

dance.

Perform a dance demonstrating movement of specific body parts.

in dance.

Perform a dance demonstrating the use of space by performing diagonal to front, back, side movements, etc.

tions

Perform dances demonstrating the various ways the body can move to the same music.

Dance with a partner or with a small group.

Move to two- and three-beat meters.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ELEMENTS OF RHYTHM IN DANCE (Cont.)	Understand phrasing, tempo and intensit in dance.
CREATIVE EXPRESSIONS IN DANCE	Understand floor patterns.
	Understand sequencing of moves and patt
	Understand representation in dance (e.g gesture).

s

-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

-y

Clap to a rhythmic beat; move feet to a rhythmic beat.

Perform a dance that requires specific placement of dancers in a defined space.

terns.

Perform short sequences and patterns of movement.

.., mime,

Perform descriptive words such as sleepy-peppy; tight-loose; elastic-spongy; crooked-straight; dark-light.

Act out a story or poem using body movements and facial expressions.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
CREATIVE EXPRESSION IN DANCE (Cont.)	Know how to compose, improvise and interp dance.
DANCE AS A PART OF CULTURE AND HERITAGE	Understand that ethnic and folk dances project values and history of a culture.
ENJOYMENT/SKILL/FITNESS IN DANCE	Understand that appreciation of dance lead to personal enjoyment and fulfillment.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Use familiar experiences or objects as motivation for movements such as animals, seasons, sports, occupations, transportation, machinery, moods and emotions.

Participate in local area dances and basic folk dances such as the polka and schottische.

Describe personal feelings after attending a local dance performance or viewing a film or tape.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
ENJOYMENT/SKILL/FITNESS IN DANCE (Cont.)	Know some basic steps that are common different dances.
	Know that dance helps develop cardiova and muscle fitness.

rs

-6

SAMPLE LEARNING OBJECTIVE

The Learner will:

to

Perform several dances of different music that employ the same basic steps and movements.

scular

Describe the relationship of dance to fitness and general health.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
QUALITIES OF MOVEMENT IN DANCE	Understand the role of body awareness
	Understand the role of spatial awarene
	Understand the role of qualitative var in dance.
	Know how to relate to others in dance.
ELEMENTS OF RHYTHM IN DANCE	Understand meter and measure.

rs

-8

SAMPLE LEARNING OBJECTIVE

The Learner will:

in dance.

Create a dance demonstrating movement of specific body parts.

ss in dance.

Create a dance demonstrating the use of space.

iations

Create dances demonstrating the various ways the body can move to the same music.

Create a dance with a partner or with a group.

Move to accenting beats within a pattern.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
ELEMENTS OF RHYTHM IN DANCE (Cont.)	Understand phrasing, tempo and intensity in dance.
CREATIVE EXPRESSIONS IN DANCE	Understand floor patterns.
	Understand sequencing of moves and patter
	Understand representation in dance (e.g., gesture).

SAMPLE LEARNING OBJECTIVE

The Learner will:

Perform locomotor and nonlocomotor movements to demonstrate phrasing, tempo and intensity.

Create a dance that requires specific placement of dancers in a defined space.

ns.

Compose and perform short sequences and patterns of movement.

mime,

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:
CREATIVE EXPRESSION IN DANCE (Cont.)	
	Know how to compose, improvise and interpret dance.
DANCE AS A PART OF CULTURE AND HERITAGE	Understand that ethnic and folk dances project the values and history of a culture.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Portray characters, objects and moods through body movements and facial expressions.

Compose a dance to interpret a poem.

Use a variety of music to suggest movement including songs with words (e.g., Native Alaskan music, rock, classical).

Identify dance and movement of several different cultures.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
DANCE AS A PART OF CULTURE AND HERITAGE (Cont.)	
ENJOYMENT/SKILL/FITNESS IN DANCE	Understand that appreciation of dance leads to personal enjoyment and fulfillment.
	Know some basic steps that are common to different dances.
	Know that dance helps develop cardiovascula and muscle fitness.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Describe cross-cultural influences on the development of various dance forms.

Make a report after attending a local dance performance or viewing a film or tape describing quality of the performance and personal feelings.

Perform basic dance steps to different music.

Make a report on the relationship of dance to cardiovascular and muscle fitness.

TOPIC/CONCEPT	LEARNING OUTCOME
	The Learner will:
ENJOYMENT/SKILL/FITNESS IN DANCE (Cont.)	
	Know that dance activity can be maintai throughout one's lifetime.
INTEGRATION OF DANCE WITH OTHER ARTS	
	Understand dance as a vehicle or stimul for other arts.

SAMPLE LEARNING OBJECTIVE

The Learner will:

Describe how dance activity can be continued throughout life; describe the role of dance in modern society.

Describe the influence of dance on another art form such as music, drama, poetry, sculpture, painting, etc.

RESPONDENTS	PROBLEMS, ISSUES, CO

No comments.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: DANCE
Level: ELEMENTARY
Grade(s): 1-8
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	1	3	**
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	11	28	**********
3.00 Application	7	18	*********
4.00 Analysis	1	3	**
5.00 Synthesis	7	18	*********
6.00 Evaluation	0	0	
SUBTOTAL	27	68	
AFFECTIVE	1	3	**
PSYCHOMOTOR	12	30	**********
Not Classifiable	0	0	
TOTAL	40	100	